SLED and Site Administrators

❄ Overview

SLED is a unique experience as a core component of SLED is the creation of student-led projects that impact people outside of their classroom. Because these projects directly affect other classes, teachers, students, and sometimes the campus building, they often require permission from site administrators. Therefore, a site administrator must be involved in SLED affairs to support decision-making regularly.

Sometimes, the principal may appoint a vice principal, curriculum coordinator, TOSA, or instructional coach as the "point of contact" for SLED students to bring forward their questions and ideas. Whoever the campus' contact person is, this document outlines best practices for how they can work with the SLED Advisor to support the SLED program.

❄ Site Administrator Responsibilities

The site administrator is crucial to SLED operations. Throughout the year, they will interact with SLED students in various ways.

Quarterly Responsibilities
As students learn about the design thinking process in SLED, they will be shown a step-by-step way to create a positive impact at school. The process begins with collecting empathy data to understand the challenges in their school community. The site administrator can expect to be approached multiple times by students as they repeat this process to understand the community's needs entirely.

The administrator should, at least once per quarter, plan to:

- Be interviewed by SLED students so they can ask questions to fully understand the challenges facing their school community.

- Hear about project proposals from students to understand the prototype solutions that SLED students envision for solving the identified issues

- Communicate project-related expectations, guidelines, or boundaries to students in SLED

- Approve for students to work on projects that affect others on campus.

These responsibilities may be more frequent depending on the site administrator's involvement.

❄ Site Administrator Responsibilities (Continued)

As-Needed Responsibilities
- Provide ideas and resources to SLED students who want to make a difference at school
- Support students by providing connections to department heads, district administrators, or others that are otherwise difficult to contact
- Review and celebrate the SLED chapter's impact

❄ Advisor Meetings with Administrators

Advisors should be responsive, communicative, and proactive about working with their site administrator. Advisors should catch up with their site administrator frequently to provide progress updates. In addition, it is recommended to check in on the SLED chapter at least every two weeks.

Here is a sample agenda:

Advisor Progress Updates – 5 minutes
- Latest "aha!" moment for SLED students
- Latest update on the SLED project progress
- # of people impacted to date, # of hours spent on projects to date (tracked in the SLED portal)
- Student questions for the administrator

Students in SLED should never be placed in a situation where they complete wide-reaching projects without administrator approval. Fundraisers, donation drives, and raffles are all common SLED activities with school-specific requirements. Do not attempt them without an administrator signing off.